**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **History: Believe it or Not**  TIME FRAME:**Third Six Weeks**  GRADE: **Fourth Grade**

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | While reading about North Carolina’s past, not only do students highlight key information and supporting details of people and events in order to understand the chronology of events, but they spend time comparing and contrasting first- and third-person narratives. Students will read and discuss poetry, such as “Concord Hymn” by Ralph Waldo Emerson, and read speeches by revolutionaries, such as those given by Patrick Henry and Sojourner Truth. Students read informational text and study the author Jean Fritz, who wrote books about the American Revolution, such as *Can't You Make Them Behave, King George?* After learning about revolutionary people of the past, students write their own speech outlining their opinion on a current event, possibly taking a “revolutionary” position. This unit ends with a class discussion and essay response to the essential question. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.  🗹 Students will value evidence.  🗹 Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.  🗹 Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | | | | |
| **Reading**  **(Including Foundational Skills)**  **RL4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.  **RL4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **RL4.6 –** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  **RI4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **RI4.3** Explain events, procedures, ideas, or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.  **RI4.4** – Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  **RI4.5 -** Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.  **RI4.6 –** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  **RI4.7** - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  **RI4.9** - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  **RI4.10** – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.  **RFS4.3a** – Know and apply grade-level phonics and word analysis in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and **affixes**) to read accurately unfamiliar multi-syllabic words in context and out of context.  **RFS4.4b** - Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with **accuracy**, appropriate rate, and expression on successive readings. | **Writing**  **W4.1a -**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  **W4.1b -** Provide reasons that are supported by facts and details.  **W4.1c -** Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).  **W4.1d**Provide a concluding statement or section related to the opinion presented.  **W4.2a -** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections: include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **W4.2b -** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **W4.2c -** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).  **W4.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.  **W4.2e** - Provide a concluding statement or section related to the information or explanation presented.  **W4.4 -** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)  **W4.9b -** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).  **W4.10 -** Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **Speaking and Listening**  **SL4.2** – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  **SL4.3** - Identify the reasons and evidence a speaker provides to support particular points. | **Language**  **L4.1a** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (*who, whose, whom which, that*) and relative adverbs (*where, when, why*).  **L4.1b -** Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  **L4.2d -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.  **L4.3c** – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L4.4b** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*) L4.4c - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **L4.5c** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  **L4.6** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife conservation, and endangered when discussing animal preservation). |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| * What life lessons can we learn from revolutionaries in fiction and nonfiction? * How do we really know what happened in the past? * Why might settlers abandon a colony? * How were NC symbols chosen? * Why did different people explore and settle in NC? | | | * Read and discuss a variety of fiction and nonfiction texts about revolutionaries from America’s and North Carolina’s past. * Describe the differences between firsthand and secondhand accounts in informational text. * Compare and contrast first- and third-person narrations. * Describe the chronology of events from North Carolina history. * Discuss and interpret the literal and figurative meaning of idioms. * Identify the reasons Patrick Henry and Sojourner Truth respectively provide to support their positions in various speeches. * Write a variety of responses to stories and poems. * Recite poetry and plays for classmates. * Write opinion pieces about American revolutionaries, supporting a point of view with reasons and information. * Participate in group discussions about revolutionaries from America’s and North Carolina’s past | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  Keep a chart using the categories and questions below of information learned about historical events from the American Revolution. As we read informational texts that are from firsthand and secondhand accounts of people and events, we will talk about how the differences in point of view affect our understanding. Does the overall structure of the affect your understanding of events as they are presented? As the chart is filled in, we will use the information to talk about what we learned from nonfiction books. | **Writing Tasks**  Choose a poem or story and change the point of view from which it is written. In other words, if the story is in first person, rewrite it in third, or if the story is in third person, rewrite it in first. Alternately, choose a story to write in poetic form, or a poem to rewrite in story form.  Revolutionaries aren’t always popular during the time that they lived, but they believe in something so passionately that they are willing to “go out on a limb” to express their beliefs. Think about a current event that you believe everyone should understand. Write a speech about your thoughts and ideas, and present it to the class.You will have the opportunity to work with a partner to revise, edit, and strengthen your speech so that it can be published. | | **Discussion Tasks**  Compare and contrast the points of view from which these stories and poems are narrated. Which clues/key words provide information about the point of view? How are the narratives different? Look back for specific lines or paragraphs in order to find explicit details from the stories and poems read.  Independently or as a class, view the video “[Too Late to Apologize](http://almostchosenpeople.wordpress.com/2010/02/07/rock-and-revolution/)”. The first time, we will talk about the meaning and historical significance of the words. We will view the video a second time, stopping to discuss the images used in the video and how they represent America’s past in a current-day manner. | | **Language/Vocabulary Tasks**  Listen to your teacher read Sojourner Truth’s “Ain’t I a Woman?” and discuss the message. Then, look online to find Frances D. Gage's memories of listening to Sojourner Truth's speech. Compare the text of the speech with what Gage’s remembers. What are the similarities and differences? Do the points of views differ? How do Gage’s memories enhance your understanding of the speech? Share your answers to these questions with a partner before participating in class discussion  As an individual and as a class, keep an index card file of new words learned in this unit. Keeping the words on index cards will allow you to use and sort the words by spelling features, root words, prefixes, and suffixes. Find root words, and discuss how the prefixes and suffixes add clues to the meaning of the words. Consult reference materials to confirm pronunciations and clarify the meaning of the words and phrases. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| Keep a chart with the questions and categories listed below of the historical fiction stories and poems we’ve read. As the chart is filled in, we will use the information to talk about what we learned from literature.   * + - Title and author     - Text structure(s) used     - Type of narration (first-person, third-person)     - Character(s) (major and minor)     - Does this character remind you of other characters? Who/why?     - What information was changed that shows you this is historical *fiction*?     - What did you learn from the major characters? | | Summarize what was learned in this unit as it relates to the essential question. | | Teacher-Made Tests  MAP Benchmark | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  **Stories**   * ***Night Of The Black Bear****,* Skurzynski, Gloria *And* Alane Ferguson * ***Behind The High Board Fence****, Marley, Helen Booe* * ***Gentle’s Holler****,* Madden, Kerry * ***Littlejim****,* Houston, Gloria * ***(Recommended) Captain Nate And A Turbulent Time Of 1781,*** Coxe, Vivian B. *And* Robert B. Coxe * ***The Wright Brothers Glider****,* Bailey, Gerry *And* Karen Foster * ***Isabel And The Miracle Baby****,* Pearce, Emily Smith * ***Blackbeard's Sword: The Pirate King Of The Carolinas****, O'donnell, Liam* * *The Wright Brothers And The Airplane , Niz, Xavier* * *Louisiana's Song, Madden, Kerry* * ***Jessie’s Mountain****,* Madden, Kerry * *Letters From A Slave Boy, Lyons, Mary* * *The Night Flyers, Jones, Elizabeth Mcdavid* * ***(Recommended) Betrayal At Cross Creek,*** Ernst, Kathleen * ***Dancing Leaf****,* Ellington, Charlotte Jane * *The Sheltering Cedar, Runyon, Anne Marshall* * *Ghosts And Legends Of The Carolina Coasts , Zepke, Terrance* * ***Women Of The Sea: Ten Pirate Stories,*** *Weatherly, M.* * ***Miller Pope's Book Of Pirates****, Pope, Miller* * ***North Carolina Ghosts: They Are Among Us****,* Hall, Lynne L*.* * ***Blackbeard****, Hamilton, Sue.* * *North Carolina's Adventures, Mysteries, Legends, & Ghost Stories, Goldman, Phyllis* * ***Carolina Panthers****,* Stewart, Mark * ***Nascar Greats****,* Riley, Gail B * ***Basketball In The Acc****,* Porterfield, Jason * ***Playing To Win: The Story Of Althea Gibson*** * ***How Spirit Dog Made The Milky Way: A Retelling Of A Cherokee Legend****,* O’hearn, Michael * ***Rabbit And The Well****,* Duvall, Deborah * ***The Cherokee Trail Of Tears****,* Fitzgerald, David *And* Duane King * ***(Recommended)*** *Dear Mr. Rosenwald, Weatherford, Carole Boston* * ***Underground Railroad (Graphic History)****,* Dunn, John * ***North Carolina African American History And Culture****,* Goldman, Phyllis * ***N Is For North Carolina****,* Sullivan, E.J. * ***Forgotten Tales Of North Carolina****, Painter, T. And Roger Kammerer* * ***Homegrown Handmade: Art Roads And Farm Trails****,* North Carolina Department Of Cultural Resources And North Carolina Cooperative Extension * ***The Colony Of North Carolina****,* Mis, Melody * ***Guide To North Carolina Highway Historical Markers****,* Hill, Michael * ***Strange But True North Carolina****,* Hall, Lynne L   **Biographies**   * ***Before John Was A Jazz Giant: A Song Of John Coltrane*** * ***Sir Walter Raleigh****,* Petrie, Kristin * ***Buck Leonard****,* Payment, Simone * ***Gertrude Elion****,* Mcbain, Jennifer * ***Scoundrels, Rogues, And Heroes Of The Old North State: Revised And Updated With Additional Stories And Pictures****,* Jones, H.G * ***The Governors Of North Carolina****,* Hill, Michael * ***The Trailblazing Life Of Daniel Boone****,* ***Harness, Cheryl*** * *Billy Graham, Donovan, Sandy* * *Victory or Death!: Stories of the American Revolution(Doreen Rappaport, Joan Verniero, and Greg Call)* * *Paul Revere (In Their Own Words) (George Sullivan)* * *The Secret Soldier: The Story Of Deborah Sampson (Scholastic Biography) (Ann McGovern, Harold Goodwin, and Katherine Thompson)* * *How Ben Franklin Stole the Lightning (Rosalyn Schanzer)* * *Now & Ben: The Modern Inventions of Benjamin Franklin (Gene Barretta)* * *Susan B. Anthony: Champion of Women's Rights (Childhood of Famous Americans Series) (Helen Albee Monsell)* * *Abigail Adams: Girl of Colonial Days (Childhood of Famous Americans Series) (Jean Brown Wagoner)* * *Sojourner Truth: Ain't I a Woman? (Scholastic Biography) (Patricia C. and Frederick McKissack)* * *In Their Own Words: Sojourner Truth (Peter and Connie Roop)*   **Websites**   * [Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources](http://edsitement.neh.gov/view_lesson_plan.asp?id=364) * [American Colonial Life in the Late 1700s: Distant Cousins](http://edsitement.neh.gov/view_lesson_plan.asp?id=411) * [Learning About Research and Writing Using the American Revolution](http://www.readwritethink.org/classroom-resources/lesson-plans/learning-about-research-writing-881.html) * [History Comes Alive: Using Fluency and Comprehension Using Social Studies](http://www.readwritethink.org/classroom-resources/lesson-plans/history-comes-alive-using-1005.html) (   **Informational Text**   * ***The Lost Colony Of Roanoke: A Primary Source History*** * ***The Yellow Death : Wilmington And The Yellow Fever Epidemic Of 1862*** * *"King George And Broadswords": The Story Of The Battle At Widow Moores Creek, Fryar, Jack E.* * *The Battles For Fort Fisher, Fryar, Jack* * *A is for America* (Devin Scillian and Pam Carroll) * *If You Lived At The Time Of The American Revolution*(Kay Moore and Daniel O’Leary) * *The Revolutionary War* (Scholastic, True Books: American History) (Brendan January) * *Crispus Attucks: Black Leader of Colonial Patriots* (Childhood of Famous Americans) (Dharathula H. Millender and Gary Morrow) * *Molly Pitcher: Young Patriot* (Childhood of Famous Americans) (Augusta Stevenson) * *And Then What Happened, Paul Revere?*(Jean Fritz and Margot Tomes) * *Will You Sign Here, John Hancock?*(Jean Fritz and Trina Schart Hyman) * *Where Was Patrick Henry on the 29th of May?*(Jean Fritz and Margot Tomes) * *Can't You Make Them Behave, King George?*(Jean Fritz and Margot Tomes) * *Why Don't You Get a Horse, Sam Adams?*(Jean Fritz and Trina Schart Hyman) * *The American Revolutionaries: A History in Their Own Words 1750-1800*(Milton Meltzer) (advanced)   **Stories (Read Aloud/Class Discussion)**   * + - *Poor Richard's Almanac*(Benjamin Franklin)   **Speeches**   * + - *“Give Me Liberty or Give Me Death” (March 23, 1775) (Patrick Henry)*     - *“Ain’t I a Woman?” (Women’s Convention, Akron Ohio, May 29, 1851) (Sojourner Truth)*     - *“On a Women’s Right to Vote” (1873) (Susan B. Anthony)*   **Poetry**   * ***Poetry For Young People: Maya Angelou****,* Angelou, Maya * ***Amazing Peace: A Christmas Poem****,* Angelou, Maya * *“Concord Hymn” (Ralph Waldo Emerson)* * *“George Washington” (Rosemary and Stephen Vincent Benet)* * *“A Tragic Story” (William Makepeace Thackeray)* * *“A Nation’s Strength” (Ralph Waldo Emerson)* * *“The Flag” (author unknown; scroll down on this page to find it)*   **Media**   * ***North Carolina Legend****s (DVD),* Headless Productions * ***North Carolina’s Mountain Treasures (DVD)****,* Great Scenic Railway Journeys * ***The Outer Banks: North Carolina’s Coastal Treasures (DVD)****,* Great Scenic Railway Journeys * *Discoveries America...North Carolina (DVD)* * *Rock and Revolution “*[*Too Late to Apologize*](http://almostchosenpeople.wordpress.com/2010/02/07/rock-and-revolution/)*” (2010)* | | | | | |
| **Cross-Curricular Connections:**  **Social Studies Connection**   * ***(Recommended)*** [North Carolina Digital History](http://www.learnnc.org/nchistory): Primary sources, multimedia, readings, and lesson plans to tell the many stories of North Carolina's past. Replace your textbook — or enhance your teaching with selections. * [North Carolina State Unit Study](http://homeschooling.about.com/cs/unitssubjgeog/a/susnc.htm): These state unit studies are designed to help children learn the [geography](http://homeschooling.about.com/od/freeprintables/ss/geographyprint.htm) of the United States and learn factual information about every state. * [**North Carolina Facts and Trivia:**](http://www.apples4theteacher.com/usa-states/north-carolina/facts/) Facts, trivia, symbols and interesting information about North Carolina. Learn the state nickname, abbreviation, date it joined the union, state number, state bird, state motto, state flower, state song, state tree, state mammal, state fish, state largest cities, state capital and famous residents. * [**North Carolina State Flag**](http://www.apples4theteacher.com/coloring-pages/usa/north-carolina/state-flag.html) Interactive coloring page of the North Carolina flag. Learn about the flag's meaning and symbolism. * [**North Carolina State Map Template Outline**](http://www.apples4theteacher.com/coloring-pages/usa/north-carolina/map-outline.html) Interactive coloring page of the North Carolina's state flag. * [**North Carolina State Bird - Cardinal**](http://www.apples4theteacher.com/coloring-pages/usa/north-carolina/state-bird.html)  Interactive coloring page of the North Carolina's state bird. * [**North Carolina State Flower - Dogwood**](http://www.apples4theteacher.com/coloring-pages/usa/north-carolina/state-flower.html)  Interactive coloring page of the North Carolina's state flower. * [**More North Carolina Coloring Pages - Interactive Printables**](http://www.apples4theteacher.com/coloring-pages/usa/north-carolina/)  Use your interactive crayon to paint these fun coloring pages of symbols, people, history or landmarks related to the state of North Carolina. * [**North Carolina Scrambler Puzzles**](http://www.apples4theteacher.com/usa-states/north-carolina/scramblers/)  Can you scramble these fun symbols of North Carolina puzzles and put them back together again in the required time? You have to go fast...you only have 4 minutes to complete it! Images help students remember details about North Carolina symbols. * [**North Carolina Printables and Worksheets - North Carolina Lessons**](http://www.apples4theteacher.com/usa-states/north-carolina/printables/)  Teacher resources for teaching about North Carolina. Printables include an interactive form to create a diamante or acrostic poem about the state. Also included are word jumbles and word searches. * [**North Carolina Word Search Puzzle**](http://www.apples4theteacher.com/word-finds/states/north-carolina.html) Can you find all the vocabulary words in the interactive word find puzzle that are associated with winter? Hundreds of games in one! The words you search for change each time you play the puzzle. Game is printable if you want to play with paper and pencil or use for vocabulary dictionary skills. The puzzle will contain ten words chosen at random from the following list: Asheville, bass, blue, box, Britain, cardinal, Carolina, Cary, channel, Charlotte, dogwood, Durham, Easley, gray, Greensboro, Heel, Johnson, NC, North, old, pine, point, Polk, Raleigh, red, Salem, squirrel, state, turtle, Waxhaw, white, Wilmington | | | | | |